

Region VII
Regional Interagency Coordinating Committee
Minutes from 6-1-05

Members Present: Sandy McMerty, Anna Bergman, Dorothy Larson, Michelle Hougen, Roxane Romanick, Bette Hendrickson, Jody Bettger-Huber, Lorri Sandal, Lori Bergquist, Deb Tibor, Tara Bitz, Kirsten McIntyre, Shonda Wild, Christine Strom, Kathy Perrin, Florence Ducheneaux

Transition Partners Present: Barry Chathams, Wendy Graff, Michelle Ragan, Arliss Koski, Collette Fleck, Tracy Klein, Vicki Peterson, Jane Hougen, Andrea Barrett, Tammy Brown

RICC members who were present met from 9:04 a.m. to 9:14 a.m.

1. Welcome/Any needed introductions
2. Review of Agenda and Minutes/Questions on Updates
 - The minutes from 5-18-05 were approved.
3. Child Find Partners
 - Sandy McMerty and Kirsten McIntyre welcomed and introduced themselves to the Child Find partners.
 - Roxane Romanick gave an overview of RICC to the partners.
 - Introductions were made.
 - Committee broke up into small groups
 - Small groups presented their work to the large group. Summary of small groups included.
 - Transition partners were free to leave the meeting at 11:02 a.m.
 - RICC members continued to meet
3. RICC - Transition Priorities
 - RICC members prioritized items from the small group discussion.
 - Items that were prioritized include: improved communication between Early Intervention and special education in a timely manner, define roles and responsibilities in completing transition meetings, creating family friendly information for families, generate information from the units around service options, least restrictive environments, and eligibility to pass on to families.
4. QIP action steps and indicators were reviewed. Below is a summary of the ideas and suggestions for change:
 - Recommend to continue to monitor action step #1
 - Better communicate with Special Education. Have a deadline to communicate with Special Education.

- Add flow chart for families when entering EI; needs to be simplified.
- A suggested meeting outline for providers. Have one provider responsible for guiding the meeting.
- Define abbreviations.
- Explain to parents what to expect with transition.
- Rights reviewed and documented to reflect this has been completed.
- Continue updating a directory of who in Region VII is responsible for transition activities/preschool options in communities. Distribute to parents at entry to EI.
- Experienced parents aboard to assist with other parents.
- Greater communication before transition with providers of service, families and schools.
- Communication between school and EI; joint assessments (in progress).
- Children turning 3 in late spring and summer and also those children that require transition meetings in the summer; continue EI services until September.
- Continue follow up on children that are not found eligible to services

5. The RICC discussed the request from the State ICC for feedback regarding the Birth to 5 option. A letter to the State ICC will be written and reviewed by the RICC. Recommendations re: the option included the following:

1. Recommended parent be given the option to have child attend school at the age of 3 or continue EI until 5 years old.
2. More options for families is a better thing.
3. The option allows families to continue to receive family support through the IFSP.
4. Funding mechanisms and capacity issues need to be thoroughly investigated and addressed prior to implementation.
5. Need to investigate the realities of 2 lead agencies in the state of North Dakota. Would this be easier to implement if the funding was under one roof?
6. Information for families must be clear and concise so they understand the implications of their decision.
7. Recommend use of experienced parents to address informational needs of families.
8. Concerns regarding the readiness on North Dakota disparity between services, community opportunities, and resources

Next meeting is scheduled for August 17th.

(See attached small group notes)

Service Providers

- 😊😊 1. Information re: family/child to school system in advance of transitions
- 2. Follow-up after placement by "sending services" including feedback to parents
- 😊😊😊😊 3. Summer birthdays - services - disparity
- 😊 4. Another opportunity for participants to share information and get to know child and family

Service Providers

- 1. School not aware of who the EI child is
- 2. whose responsibility is it?
- 😊😊😊😊 3. Partnership with schools and EI
- 😊😊 4. Establish a process to inform Special Ed. of children coming within a few years
- 😊 5. Pull or invite childcare providers to meetings
- 6. Criteria for child entering into Special Ed.
- 😊😊 7. Continue follow-up on children that are not found eligible for services
- 😊😊😊 8. Right Track birth to 5 years
- 9. Confusion of interpretation of law; who is responsible for doing assessment
- 10. Child Focus - EI should take the lead

Service Providers

- Information for family/child to school in advance of trans.
- 😊😊😊😊 -Make sure that packets are going out at 2 - or as soon as referral is made for a child rec. after 2nd birthday
 - what do abbreviation/etc.
 - visit school
- Receiving school
 - 😊 -current assessments
 - adaptive equipment need
 - supports child needs
 - strengths/weakness of child
 - how to determine what information is needed
 - standards/benchmarks - kids birth-3

*Norm Referenced - testing at 3 kids need this preschool

Districts serve Disabilities

EI serves Delays

- 😊 Do: JOINT ASSESSMENTS - school EI

Birth to K

- 1. Give parents more options

- 😊😊😊😊2. Allows team members more alternatives
- Funding - put both B & C under same state agency
- Services may be stretched
- Family's comfort level may limit opportunities or better choice
- 3. Clear explanation of options
- Opportunity to visit with experienced parents

Birth to K

-EI should take child until September regardless when 3 years (within year)

Pros - family support, more options available for family

Cons - may not get as intense services

Family

- 1. Concern re: late age at initial enrollment - age 2-9 just start EI transition immediately to preschool
- 2. To help child to be ready/family must be ready
- 😊3. Philosophical difference
- Up to 3 - Family Focus
- After 3 - Child Focus
- 4. B-K Some states IFSP stays until age 5 (where dos money come from)
- 5. Families fear loss of knowing what goes on all the time
- Many of these kids don't talk can't report
- 6. Family Choice - component - when is kid/family ready for transition
- 7. Better explanation for families of shift from family - child
- 😊😊😊8. Special Ed. Units - can they have a fact sheet
- Terms - appropriate/free
- 9. Can there be a contact before goes to preschool transition
- 10. BASIC information for families
- 😊11. Special Ed. Unit...How do you want your services described (FAPE/LRE)
- 😊😊😊😊12. How to make meetings more beneficial
- 😊😊😊😊
- Who leads meeting
- Outline/agenda for meeting
- What happens at 2-6 meeting, 2-9 meeting (fill in multidisciplinary)

Family Focus

- 1. Entitlements (2.6-2.9)
- Services child will be receiving
- Who will provide services
- 😊😊 -Don't limit to the 2.6-2.9, can do additional meetings
- 😊😊😊 -Better communication between service providers
- Emotional support

- ☺ -Make families aware of who and what support are being provided
2. Have an outline or flowchart
 - Schedule of daily log

- ☺☺☺☺☺3. Flowchart - simplify
- ☺☺☺
 - Connecting with other parents - communication
 - Parent meeting night with experienced parents

Family Focus

- ☺ *What do all the abbreviations/services/acronyms mean to me and my child
- *Better explanation of Federal/State laws that driver services for my child
- *Stigma around Special Ed.
- *(3) desire by parents to feel in control or to be "part of"
- information re: proven best practices
 - more information re: parental rights
- *(4) DD Case Management during transition - can be disjointed family assessment/interview piece as part of transition establishment of parent/family relationship with receiving services
- ☺☺☺☺☺(5) Greater cooperation/communication between everyone

Child Focus

1. Resources and services
 - Parent knows the steps of service for children 0-3 years
- ☺☺☺☺☺2. Visit school child will attend
- Prepare child early - discuss with child
- ☺☺3. 2.6-2.9 meetings
- IEP
 - Standardized with assessments
 - Norm vs. criteria reference

Child Focus

1. Transition Class - ECSE teacher New 3 year olds - can be "stepping stone" for many kids
 - Shorter time at school
 - 2 days instead of 4
 - Smaller class

Sometimes easier for kids and parents

*6 week extended school year for newly turned 3/summer birthdays
- ☺☺☺☺☺2. ? should keep summer birthday disparity in EI program until fall - for late birthdays/summer
- Check earlier enrollment preschool (2-9 older)
- Check later enrollment in EI (extend to fall)
- *Can school districts contract with EI

- *Examine funding streams
- *Look at birth to 5 - state rec.
- 3. 3-4 months can make lots of difference with young 3 year olds
- 4. How to get ready
 - Exposure to other kids
 - Where to meet
 - EI class again??
- Consider rural - harder to find group settings - where do the kids go? -

Sunday

- School, etc.
- 5. Assessments - what do we need to know??
- Here's what they can do - here's what kids do

- 😊😊😊6. What makes child ready
 - Socially
 - Can be self soothed
 - Can they separate
 - Confidence
 - Self esteem
 - Mental health
 - Child temperament
- *Social Stuff - make sure this discussion is included at transition meeting

Child Focus

- 😊😊 *Concerns regarding the ruralness on N.D. disparity between services, community opportunities, resources
- *"Ready" is different for every child/parent
- 😊 *Concerns re: assessment/performance
 - Medical diagnosis vs. educational eligibility criteria
 - Autism
- *Physician's reluctance to diagnose or share diagnosis with parents